

Introduction: The chart below outlines the content of the grade-by-grade, month-by-month structure of this curriculum guide.

Grade:	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Content standards indicate what all students should know, understand, and be able to do. Individual Library-Information Literacy Standards 1-5 are emphasized on a month-by-month, grade-by-grade basis.	Benchmarks define our expectations for students' knowledge and skills along a developmental continuum in each content area. That continuum is focused at three points – the end of grade 4, the end of grade 8, and upon graduation (grade 12). The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. They describe a learning progression leading to a Benchmark. Terms in the Vocabulary column represent the words and ideas that a teacher and/or student should understand in relation to the ideas contained in the benchmarks and ELE statements. For Information Literacy/Library Media Content Standards 1, 2, and 3 the terms "plan," "do," and "review" refer to the Super3™ steps. Beginning in Grade 3, the Big6™ steps are introduced in the Vocabulary column. Visit www.big6.com for resources			Suggested assessment strategies will appear in each grade level and month table. Comprehensive systems of assessment, formative to summative, include formal and informal assessment as well as student generated evidence of learning.	Suggested reporting tools and approaches will appear in each grade level and month table.
October						
November						
December						
January						
February						
March						
April						
May/June						

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

Each Information Literacy/Library Media Standard is correlated to the College and Career Readiness Anchor Standards for English Language Arts and the Mathematical practices

Performance Rubrics

The rubrics contained in this framework establish a set of criteria describing students' performance, along a continuum from novice to advanced, that define how well they apply the knowledge and skills contained in the Essential Learning Expectations (ELE). In order to use these generic, analytical rubrics the teacher-librarian or classroom teacher must revise and customize them for specific tasks and assignments. Performance levels define the achievement in broad, general terms and address the question: "How well does a student apply the skills and processes expressed in the standards?" Novice level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark. Nearing Proficiency denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark. "Proficient" denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. "Advanced" denotes superior performance.

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Overview: Standards 1-5		n/a		Pre-test and formative assessments	assignment grades feedback forms self-assessments test reports

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
October	Standard 1: Students must identify the task and determine the resources needed.	Benchmark 1, End of Grade 8: Define the problem. Benchmark 2, End of Grade 8: Identify the types of information needed. Benchmark 3, End of Grade 8: Evaluate and select appropriate resources.	1.A. formulate steps needed to solve the problem or task 1.B. paraphrase task 1.C. broaden or narrow topic 1.D. identify or generate keywords 1.E. confirm usefulness of keywords 1.F. identify, list and interpret information requirements of the task 2.A. identify a variety of resources (e.g., encyclopedias, maps, atlas, almanacs, periodicals, newspapers, Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases) 2.B. use primary and secondary sources 2.C. identify and defend usefulness of resources selected 3.A. identify appropriately current resources 3.B. identify point of view and bias in resources 3.C. appraise validity, authority and usefulness of resources 3.D. select the best resources	Benchmark 1 paraphrase, keywords, generate Benchmark 2, print sources, nonprint sources, primary source, secondary source, task definition Benchmark 3, validity, authority, bias, point of view, appropriately current, location and access	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u> Research to Build and Present Knowledge 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>Grade Level Standards for Speaking and Listening</u> Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>1. Makes sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.</p>

Standard 1 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Define the problem.	A. struggle to formulate questions or steps needed to solve the problem or task B. struggle to paraphrase task C. struggle to broaden or narrow topic D. list minimal keywords related to the topic E. struggle to recognize the usefulness of selected keywords F. identify, list, and interpret minimal information required to complete the task	A. formulate basic questions or steps needed to solve the problem or task B. paraphrase task with limited skill C. broaden or narrow topic with limited skill D. list some keywords related to the topic E. occasionally recognize the usefulness of selected keywords F. identify, list, and interpret some information required to complete the task	A. formulate steps needed to solve the problem or task B. paraphrase task C. broaden or narrow topic D. identify or generate keywords E. confirm usefulness of keywords F. identify, list and interpret information requirements of the task	A. formulate complex questions or steps needed to solve the problem or task B. concisely paraphrase task C. recognizes the need to broaden or narrow topic adeptly D. list a comprehensive set of keywords related to the topic E. clearly explain the usefulness of keywords F. identify, list and interpret extensive information requirements of the task
2. Identify information resources needed.	A. rely on a single source B. rely mostly on secondary sources C. select resources with limited usefulness	A. use limited range of resources B. sometimes distinguish differences between primary and secondary sources C. identify usefulness of resources selected with limited detail	A. identify a variety of resources B. use primary and secondary sources C. identify and defend usefulness of resources selected	A. identifies and draws complex connections between a variety of resources B. use primary and secondary sources relative to task. C. identifies and defends unique elements of resources needed
3. Evaluate and select appropriate resources.	A. identify appropriately current resources with minimal success B. recognize some language of bias or point of view C. over look validity or authority and usefulness of resources D. rely on a single resource regardless of topic	A. identify appropriately current resources with some errors B. recognize language of bias or point of view C. consider validity or authority for usefulness of resources D. select some useful resources	A. identify appropriately current resources B. identify point of view and bias in resources C. appraise validity, authority and usefulness of resources D. select the best resources	A. select appropriately current resources B. identify multiple points of view and bias in resources C. analyze validity, authority, and usefulness of resources D. select both standard and innovative resources

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
November	Standard 2: Students will locate sources, use information and present findings.	Benchmark 1, End of Grade 8: Locate multiple resources using search tools. Benchmark 2, End of Grade 8: Evaluate resources. Benchmark 3, End of Grade 8: Locate information within multiple resources. Benchmark 4, End of Grade 8: Extract information from multiple resources needed to solve the problem. Benchmark 5, End of Grade 8: Organize and manage information to solve the problem. Benchmark 6, End of Grade 8: Create a product that presents findings.	1.A. utilize library facility 1.B. use multiple search tools and methods (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel) 1.C. use a variety of search techniques to locate resources 1.D. locate a variety of resources 2.A. identify point of view and bias in resources 2.B. judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias) 3.A. use glossaries and tables of contents 3.B. use multiple print and digital indexes 3.C. identify keywords and keyword phrases by skimming and scanning 3.D. record location of information within resources 4.A. read, listen and view with purpose to accomplish task 4.B. recognize the differences between summarizing, paraphrasing and/or direct quotation 4.C. cite each source 4.D. transfer information through note taking 5.A. arrange information into a format to accomplish the task (e.g., outlines, graphic organizers) 6.A. design and create an original product appropriate to task criteria and audience 6.B. present final product in appropriate format	Benchmark 1, subject directory, Boolean search, database, URL, Web address, link, location and access Benchmark 2 point of view, validity, relevant, appropriate, detail, currency, authority and bias, information seeking strategies Benchmark 3, keyword phrase, skimming, scanning, subject directory, information seeking strategies Benchmark 4, read with purpose, summarizing, paraphrasing, direct quotation, use of information Benchmark 5, outlines, graphic organizers, synthesis Benchmark 6 synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Reading</u></p> <p>Key Ideas and Details</p> <p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, cultures, or events (e.g., through comparisons, analogies, or categories).</p> <p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>9. Include texts by and about American Indians. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Include texts by and about American Indians.</p> <p><u>Grade Level Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>topic or text.</p> <p>1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>1d. Establish and maintain a formal style.</p> <p>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Establish and maintain a formal style.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the</p>	

English Language Arts/Literacy	Mathematical Practices
<p>development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3above.)</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>9b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Grade Level Standards for Speaking and Listening Comprehension and Collaboration</u></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>1c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	

English Language Arts/Literacy	Mathematical Practices
<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p>	

Standard 2 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Locate multiple resources using search tools.	A. identify distinct areas of library/media facility B. have a general sense of available search tools C. use one preferred search technique D. return to previously used resource	A. identifies and attempts to utilize library/media facility B. use multiple search tools with mistakes C. identify a variety of search techniques D. locate limited number of resources	A. utilize library/media facility B. use multiple search tools and methods (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel) C. use a variety of search techniques to locate resources D. locate a variety of resources	A. utilize library/media facility competently B. independently use multiple search tools and methods C. apply search techniques to follow appropriate leads to additional sources D. use advanced search tools to locate inter-related resources
2. Evaluate resources.	A. be influenced by point of view and bias in resources as if fact B. use a single method to evaluate the usefulness of resources (currency or appropriate or detail, etc.)	A. identify the differences between point of view, bias, and fact B. attempt to evaluate the usefulness of a resource with multiple criteria (relevant, appropriate, detail, currency, authority and bias)	A. identify point of view and bias in resources B. judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias)	A. can recount and evaluate statements of bias and point of view B. Consistently reevaluate usefulness of resources (relevant, appropriate, detail, currency, authority and bias)
3. Locate information within multiple resources.	A. use glossaries and tables of contents without complete understanding B. locate print and digital indexes C. rely on single reading strategy to locate information D. rely on structured format to record location of information	A. use glossaries and tables of contents with some errors B. use multiple print and digital indexes with inaccuracies C. demonstrate general understanding of locating keywords and keyword phrases D. independently record location of information with limited detail	A. use glossaries and tables of contents B. use multiple print and digital indexes C. identify keywords and keyword phrases by skimming and scanning D. record location of information within resources	A. use glossaries and tables of contents B. demonstrate understanding of index organization to locate information C. applies skimming and scanning to an entire resource (text, graphics, charts, etc.) to locate information D. apply systematic organization skills to record location of information
4. Extract information from multiple resources needed to solve the problem.	A. rely on single mode (read or listen or view) to extract information from resources provided B. rely on one method of restating information. C. cite each source in a simplified, structured template D. transfer incomplete information with inconsistent note-taking	A. develop awareness of multiple modes to extract information from available resources B. accurately restates information according to a model C. cite each source with errors D. transfer information through note-taking with mistakes	A. read, listen and view with purpose to accomplish task B. recognize the differences between summarizing, paraphrasing and/or direct quotation C. cite each source D. transfer information through note-taking.	A. reads, listens, and views multiple resources with purpose to accomplish task B. accurately paraphrase and summarize and quote information C. cite each source according to a prescribed format. (MLA, APA, Chicago.) D. organizes information for meaning and accessibility during note-taking
5. Organize and manage information to solve the problem.	A. rely on structured organizational tools	A. will attempt multiple organizational tools but commonly returns to a preferred format	A. arrange information into a format to accomplish the task (e.g., outlines, graphic organizers)	A. constructs original personal organizational tools to manage information
6. Create a product that presents findings.	A. create a product related to task criteria B. struggle to present a final product in appropriate format .	A. design and create an original product B. present a final product with an attempt to follow the appropriate format.	A. design and create an original product appropriate to task criteria and audience B. present final product in appropriate format	A. prefers to create novel product to present findings



Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
December	Standard 3: Students will evaluate the product and learning process.	Benchmark 1, End of Grade 8: Assess the quality and effectiveness of the product. Benchmark 2, End of Grade 8: Evaluate how the process met the need for information.	1.A. self-evaluate product's strengths and weaknesses according to task criteria 1.B. use guidelines to compare self-evaluation to teacher and peer evaluations 1.C. identify areas for improving the product 2.A. appraise task completion process (e.g., self-regulation, time management, etc.) 2.B. identify areas for improvement in the process	Benchmark 1, evaluation Benchmark 2, self-regulation, time management, peer evaluation, evaluation	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u> Production and Distribution of Writing 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.) Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Grade Level Standards for Speaking and Listening</u> Comprehension and Collaboration 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>1. Makes sense of problems and persevere in solving them. 8. Look for and express regularity in repeated reasoning.</p>

Standard 3 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1 Assess the quality and effectiveness of the product.	A. self-evaluate product strengths and weaknesses without regard to task criteria B. trust authority of teacher or peer evaluation of product C. have a general sense that product could be improved	A. self-evaluate product's strengths and weaknesses with limited consideration of task criteria B. recognize differences between self-evaluation and teacher/peer evaluations C. recognize differences in quality between products	A. self-evaluate product's strengths and weaknesses according to task criteria B. use guidelines to compare self-evaluation to teacher and peer evaluations C. identify areas for improving the product	A. self-evaluate product's strengths and weaknesses according to task criteria throughout the process B. uses guidelines to debate differences in self-evaluation and teacher/peer evaluations of product C. reflect on ways to improve product in novel situations
2. Evaluate how the process met the need for information.	A. identify elements of task completion process with no future projections for improvement B. identify steps in the process with limited understanding of strengths or weaknesses in a given step	A. present confusing statements or facts about the task completion process B. recognize need for improvement in the process	A. appraise task completion process B. identify areas for improvement in the process	A. self-critique and reflect upon task completion process B. identify areas for improvement in future application of the process

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
January	Review and Assessment				Interim: TRAILS	TRAILS report

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
February and March	Standard 4: Students will use information safely, ethically and legally.	Benchmark 1, End of Grade 8: Legally obtain, store and disseminate text, data, images or sounds. Benchmark 2, End of Grade 8: Appropriately credits ideas and works of others. Benchmark 3, End of Grade 8: Participate and collaborate in intellectual and social networks following safe and accepted practices.	1.A. explain the concept of intellectual property. 1.B. recognize, identify and apply current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain) 2.A. use summarizing, paraphrasing and direct quotes correctly 2.B. use in-text citation (e.g., parenthetical citation) correctly 2.C. produce components for a citation source (e.g., MLA, APA) 2.D. credit the intellectual property of others (e.g., video, music, Web site, audio, digital, artwork, photography, interview, presentations) 2.E. adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain) 3.A. use appropriate netiquette in various online settings (e.g., cyber bullying, data vandalism, online manners and protocol) 3.B. follow Acceptable Use Policy (AUP) 3.C. describe safe practices in social network and online settings 3.D. collaborate and participate effectively within a safe, social environment (e.g., group work, public spaces, face to face)	Benchmark 1, plagiarism, copyright, creative commons, fair use, public domain, location and access, use of information Benchmark 2, cite, MLA, APA, in-text citation, parenthetical citation, task definition, use of information, synthesis Benchmark 3, netiquette, cyber bullying, data vandalism, AUP, social network, task definition, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.</p> <p>1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>1d. Establish and maintain a formal style.</p> <p>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Establish and maintain a formal style.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>3b. Use narrative techniques, such as dialogue, pacing,</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>description, and reflection, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3above.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>9b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	

Standard 4 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Legally obtain, store and disseminate text, data, images or sounds.	A. define property with limited understanding of its application to intellectual material B. demonstrate beginning understanding of current laws and policies regarding information use	A. define intellectual property B. attempt to follow current laws and policies regarding information use	A. explain the concept of intellectual property B. recognize, identify and apply current laws and policies regarding information use	A. apply concept of intellectual property B. develop systems and habits to effectively apply current laws and policies regarding information use
2. Appropriately credits ideas and works of others.	A. rely on one method of restating information B. attempt in-text citation using a single pattern C. cite each source in a simplified, structured template	A. accurately restate information according to a model B. use in-text citation with inaccuracies C. cite each source with errors	A. use summarizing, paraphrasing and direct quotes correctly B. use in-text citation correctly C. produce components for a citation source D. credit the intellectual property of others E. adhere to copyright laws	A. use summarizing, paraphrasing and direct quotes correctly B. use in-text citation correctly C. cite each source according to a prescribed format
3. Participate and collaborate in intellectual and social networks following safe and accepted practices.	A. inconsistently uses appropriate netiquette in various online settings B. identify elements and purpose of an Acceptable Use Policy (AUP) and attempt to follow it C. define terms related to safe practices in social network and online settings D. demonstrate a vague understanding of what makes effective collaboration and a safe social environment	A. recognizes and identifies rules of netiquette in various online settings B. follow Acceptable Use Policy (AUP) with occasional lapses C. describe safe practices in social network and online settings D. describe characteristics of effective collaboration and what makes a safe social environment	A. uses appropriate netiquette in various online settings B. follow Acceptable Use Policy (AUP) C. describe safe practices in social network and online settings D. collaborate and participate effectively within a safe, social environment	A. demonstrate a clear awareness of the risks and responsibilities in using appropriate netiquette in various online settings B. follow acceptable use policy (AUP) C. interpret reasons for safe practices in social network and online settings D. facilitate effective collaboration and participation within a safe, social environment

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
April	Standard 5: Students must pursue personal interests through literature and other creative expressions.	Benchmark 1, End of Grade 8: Use and respond to a variety of print and digital formats for pleasure and personal growth. Benchmark 2, End of Grade 8: Use and respond to a variety of genres for pleasure and personal growth. Benchmark 3, End of Grade 8: Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians. Benchmark 4, End of Grade 8: Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.	1.A. express and justify areas of interest 1.B. locate and select a variety of resources in interest areas 1.C. experiment with a variety of formats 1.D. express and defend opinion on selected resource 2.A. compare and contrast the characteristics of various genres 2.B. select resources in various genres 2.C. explain and justify preferred genre 3.A. explain how culture impacts creative expression 3.B. recognize an author's cultural bias 3.C. compare and contrast the diversity of cultural expression 4.A. access and use a variety of digital resources 4.B. locate and use community resources (e.g., museums, community members, organizations, government resources) 4.C. access and use interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, interlibrary loan)	Benchmark 1, task definition, use of information, synthesis Benchmark 2, task definition, use of information, synthesis Benchmark 3, location and access, use of information Benchmark 4, interlocal, intralocal, digital resources, information seeking strategies, location and access, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Reading</u> Craft and Structure 6. Determine an author’s point of view or purpose in a text including texts by and about American Indians, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p><u>Grade Level Standards for Writing</u> Text Types and Purposes 1. Write arguments to support claims with clear reasons and relevant evidence. 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text. 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 1d. Establish and maintain a formal style. 1e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2e. Establish and maintain a formal style. 2f. Provide a concluding statement or section that</p>	<p>1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>follows from and supports the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3above.)</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>9b. Apply grade 8 Reading standards to literary</p>	

English Language Arts/Literacy	Mathematical Practices
<p>nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p><u>Grade Level Standards for Speaking and Listening Comprehension and Collaboration</u></p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	

Standard 5 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Use and respond to a variety of print and digital formats for pleasure and personal growth.	A. explore areas of interest B. seek help to identify new resources C. repeatedly select a single resource D. formulate an opinion with influence from others	A. select areas of interest B. independently explore resources with limited success C. experiment with a limited number of formats D. begin to formulate an opinion on selected resources	A. express and justify areas of interest B. locate and select a variety of resources in interest areas C. experiment with a variety of formats D. express and defend opinion on selected resource	A. express and justify areas of interest with examples B. easily correlate a variety of resources with interest areas C. experiment with a variety of formats D. express and defend opinion on selected resources with relevant examples
2. Use and respond to a variety of genres for pleasure and personal growth.	A. identify characteristics of different genres B. repeatedly select a single genre C. explain with limited detail their preferred genre	A. list detailed examples of various genres B. occasionally select material outside their preferred genre C. experiments with opinions regarding various genre	A. compare and contrast the characteristics of various genres B. select resources in various genres C. explain and justify preferred genre	A. draw complex connections between a variety of genres B. select resources in various genres C. engages others to insightful dialogue about various genre
3. Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians.	A. explore samples of creative works from diverse cultures B. identify limited differences in cultural perspectives C. identify elements of cultural expression in isolation	A. recognize and respond to elements of creative works from diverse cultures B. define cultural perspective with some examples C. identify and discuss similarities in cultural expression	A. explain how culture impacts creative expression B. recognize an author's cultural perspective C. compare and contrast the diversity of cultural expression	A. analyze and interpret how culture impacts creative expression B. describe and defend an author's cultural perspective C. compare and contrast the diversity of cultural expression from multiple sources
4. Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.	A. attempt information access from digital resources with limited success B. demonstrate limited awareness of community resources C. seldom access or use interlocal and intralocal resources	A. rely on a single digital resource for task B. consider use of community resources C. sporadically access and use interlocal and intralocal resources	A. access and use a variety of digital resources B. locate and use community resources C. access and use interlocal and/or intralocal resources	A. distinguish best digital resource for task B. select appropriate community resource to complete quest for knowledge C. evaluate usefulness of intralocal and interlocal resources

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
May/June	Culminating Projects and Assessment				Summative: TRAILS	TRAILS report

Indian Education for All Resources

In addition to providing alignment to the Montana Common Core Standards for Mathematical Practices and the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, this guide provides a list of suggested Indian Education for All resources. The lists are not exhaustive or complete, but they suggest rich information and context for students to build awareness of the [Essential Understandings Regarding Montana Indians](#) and make connections to Montana's cultural heritage. Complete lists of materials provided to schools by the OPI Indian Education Division can be found on the [OPI Web site](#).

Please visit the OPI Website to access the [MCCS/IEFA ELA Grade 8 Companion Guide](#).